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ABSTRACT

This paper describes a college-level course on global economics in German, taught jointly by professors from the economics and German departments, designed to teach students business German. Students are assigned the books and other materials relating to global economics in English and required to present a report on what they read to the class in German. Students were specifically instructed not simply to translate the material verbatim but to think about the content of the readings and explain it in their own words in German. Students also read business and company publications in German and presented reports. The instructor had the students use German language sources to help them solve their problems. The paper also describes how networking opportunities with German corporations and foundations were accomplished, creating even more opportunities for the students to become conversant professionally in the target language. (KFT)

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Teaching Global Economics in German: Content Understanding, Development, Outreach, Internships and Interdisciplinary Links

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Teaching Global Economics in German: Content Understanding, Development, Outreach, Internships and Interdisciplinary Links

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This presentation will actually focus on two areas: first a discussion of issues involved in the content based teaching of Global Economics in German and secondly a discussion of the Development and Outreach issues indicated directly in the title.

The global economics course originated at the University of Kentucky on the basis of a Title VI A grant organized primarily by Curt Harvey, now retired. During the mid 1990's the University of Kentucky established a joint degree program in Foreign Languages and International Economics. The tremendous growth of this program benefited economics and all the foreign languages in terms of both student enrollments and program quality. One of the provisions of the grant included funding for a capstone course in global economics, taught jointly in the foreign language by a faculty member from economics fluent in the language and a faculty member from the language itself.

German was the first language used in the capstone course, followed by Russian and Spanish, with French to follow in the second year. I'll discuss here a few of the issues I was confronted with in teaching the content based German component, following through with students on the components presented by Curt Harvey, who taught the international economics in German, and both the fluency and technical language difficulties experienced by the students.

Curt Harvey elected to have the students read a book in English, Lester Thurow's *Building Wealth*[2], and the students were each required to present a report in German on a chapter in the book. Thurow's style of writing is not highly technical, although it does include more than an adequate amount of terminology from general economics. Many of the students became caught up in translating a variety of key sentences from the chapter, instead of writing a general summary in their own German words. In this context my job consisted primarily of meeting with the students, helping them organize their presentation and upgrading their German.

I
Understanding Content and Levels of Competency

Students' level of competency varied from those returning from a year abroad to those with three years German with no study abroad or only a summer abroad. The qualitative level of language proficiency helped determine their developing competency with quantitative issues, both in terms of competency in the subject matter and competency in the advanced stylistic levels encountered when confronted with documents from the European Union, the European Central Bank, and with journalistic articles and excerpts from German language business publications such as *Wirtschaftswoche*, *Der Manager*, *Der Spiegel* and Bank of Austria. As is common knowledge, the "lowest common denominator" of language use practiced in US news reports is replaced in serious German

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language print journalism by highly educated analytical language, often laced with each author's need to turn a clever phrase and create new expressions.

Students were required to have completed all lower and mid level requirements in both German and International Economics. Nevertheless, I noted that their theoretical comprehension of macroeconomics was not as advanced as I expected, especially in terms of their knowledge of such items as the Federal Reserve's tools for manipulation of the economy. This basically meant that I could not rely on them, as I often do, to help decode the technical language.

As I learned the previous year in a Business German course, in which we spent a substantial part of the semester on the case study of the Vodafone takeover of Mannesmann, students struggled mightily with the reports from *Der Spiegel*, *Wirtschaftswoche* and from the Mannesmann online reports of their strategies to prevent the takeover. The language used was as complex as possible, frequently bordering on "Beamtendeutsch." The parties writing the reports not only reported on the power struggle, but employed language purposely intended to influence the opinion of the public and of the stockholders, a language designed to manipulate opinion and establish superiority of argument, nuances that can be extremely difficult for non-native speakers with limited experience abroad.

The subject matter I chose for Global Economics was no less demanding, although the articles in online German business magazines were somewhat more accessible than other materials. The choice of articles from the European Central Bank, including press releases, the history of the ESCB, and the Goals and Objectives of the ECB, the pages on the history of the European Union (Der Maastricht Vertrag, and the Wirtschaftspolitik pages) were by far the most demanding. Perhaps in part because we did this first, but also due to a slightly reduced level of difficulty, case-study articles in *Wirtschaftswoche*, such as "Deutschland Spitze in der New Economy" the Daimler/Chrysler crisis, prognostic revisions downwards by the German Economic Research Institute reporting on the German economy during the dramatic increase of oil prices, and articles on "Die Ursachen der Euro-Schwäche" from *Manager-Magazin*.

At this juncture I would like to be able to present a pedagogically sound theoretical basis for proceeding under these circumstances and with full awareness that the best to be hoped for did not actually include the development of an extensive ability in active use of the content based German derived from these materials; at best would be a reasonable passive recognition primarily limited to reading skills, with some ability in listening comprehension, writing with vocabulary aids and very little improvement in speaking ability. Unfortunately the "method" I employed was somewhat akin to a Foreign Trade Zone, (lean manufacturing) from which manufacturers can reap storage, processing and import duty cost benefits by deploying "just in time" inventory. In other words, I employed "just in time" supplementary material, explanations and concept definitions more or less unsystematically, "following my nose" from one set of concepts to the next until a chain of comprehension was established that enabled us to understand and discuss the initial reading materials.

The lack of systematic structure is bad enough for anything German, but I also broke a somewhat common rule prevalent in the US (except for ESL) by finding solutions 100% in the target language. Very rare is the case that University German instructors employ texts developed in Germany for teaching German. Most texts are culturally designed for American student life and, to use some thoughts by E.-Annette Koeppel,[3] and Patricia Paulsell,[4] reveal learning patterns and structures culturally inherent to American students and to the American educational system in general, including structures and patterns that are quite different in a native German learning environment.

Let me cite one example of the chain of events necessary to comprehend a single press release by the European Central Bank of August 31, 2000[5]:

1. Der Mindestbietungsatz für die Hauptrefinanzierungsgeschäfte des Eurosystems wird um 0,25 Prozentpunkte auf 4,5% erhöht und gilt erstmals für das am 6. September 2000 abzuwickelnde Geschäft.

2. Der Zinsatz für die Spitzenrefinanzierungsfazilität wird mit Wirkung vom 1. September 2000 um 0,25 Prozentpunkte auf 5,5% erhöht.

3. Der Zinsatz für die Einlagefazilität wird mit Wirkung vom 1. September 2000 um 0,25 Prozentpunkte auf 3,5% erhöht.

In the following paragraph the ECB declares that this measure, which followed in the footsteps of Alan Greenspan's raising interest rates in the US before the election, will provide general price stability in EU countries in spite of developments with increased oil prices and currency exchanges, hence retentively influencing economic growth to continue in a positive manner.

Neither students nor I were able to understand what the ECB had really done, and we also had difficulty with the three concepts in question, Hauptrefinanzierungsgeschäfte, Spitzenrefinanzierungsfazilität, and Einlagefazilität, even after consulting a variety of German/German Wirtschaftslexika (*Schüler Duden Wirtschaft,Gabler Kompakt Lexikon Wirtschaft,Werner Rittershofers Wirtschaftslexikon*).

Here are the steps taken to reach understanding:

1. In the online pages of the Europäische Zentralbank we looked at the history of the bank, the "Errichtung des ESZB: Geschichte – drei Stufen auf dem Weg zur WWU (Wirtschafts- und Währungsunion). The homework consisted of several questions on the three phases undertaken by the European Currency Institute to implement the European System of Central Banks and the common currency (Euro), listing of a finite number (20) of new words and concepts they had difficulty with, and listing several sentences in the text that caused special difficulties. This project most likely confused the issue more than it helped.

However, cross referenced vocabulary lists were procured by the students for the paragraphs they selected to look over more closely. Each of these items were clarified collectively. By this means students began to provide some of their own tools for cognitive learning that were applicable to the other materials.

2. The next step was for students to read the online text on "Ziele und Aufgaben des ESZB." The key part of this text was in the subtitle, "Geldpolitische Instrumente," and these included concepts like "Offenmarktgeschäfte, Ständige Fazilitäten and Mindestreserven." Although a light began to flicker at the end of the tunnel, this text, as are all the EZB texts on line, was written exclusively by experts for experts well versed in the jargon and technical language of economics and banking.

3. From Germany several books in the series *Allgemeine Wirtschaftslehre* were obtained, produced by Gehlen Verlag[6] for the upper levels of the German Realschule for the subject of economics. The sub-chapter of "Grundbegriffe der Geldpolitik" enabled decoding the concepts, and, more importantly it facilitated understanding of how the actions of the ECB actually effected changes in the economy, or at least what effect was intended. The activity still entailed some retroactive decoding from dictionaries, i.e. looking for definitions of words within the definitions given, and then, with each reference, looking for additional words used in the definitions, and so on, until all the vocabulary in the definitions had been covered. But for the most part the Gehlen text permitted us to avoid this cumbersome task.

Several examples from this text illustrate its value in authentic presentation to students. "Die Europäischen Währungshüter" provided an excellent overview of the rational behind the policies of the European Central Bank. The chart shown below breaks down the goals of the ECB into the primary objective of price stability and the secondary objective of supporting economic policy in the European Union within the context of a free market economy. It lists its tasks as monetary policy, exchange rate business, reserve policy and payment systems within the EU.

Die Europäischen Währungshüter
ESZB
Das Europäische System der Zentralbanken
trägt seit dem 1. Januar 1999 die Verantwortung für die Geldpolitik in der Europäischen Wirtschafts- und Währungsunion
★ Oberstes Ziel - Preisstabilität
★ Unterziel — Unterstützung der Wirtschaftspolitik der EU im Rahmen einer freien Marktwirtschaft
★ Aufgaben — Geldpolitik
Wechselkurs-Geschäfte
Halten und Verwalten der Fremdwährungs-Reserven
Zahlungssysteme in der EU
Hier fallen die Entscheidungen
EZB
Europäische Zentralbank
Direktorium:
Präsident
Vize-Präsident
bis zu vier weitere Mitglieder
EZB-Rat
★ Aufgaben — Formulierung der Geldpolitik (u.a. Leitzinsen, Mindestreserven)
NZB
Nationale Zentralbanken
Präsidenten der NZB, die an Euroland teilnehmen
Präsidenten aller NZB der EU
Beratendes Gremium:
Erweiterter Rat
Präsident und Vize-Präsident der EZB
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Ilustrations from Gönner, Lind / Weis, Allgemeine Wirtschaftslehre, p. 458, 461, 463..

Different forms of credit from the ECB were explained in detail using vocabulary identical to the problematic statements from August 31:

Euro-Leitzinsen			
Refinanzierung (Refi)			
Hauptrefi-Satz	2-Wochen-Tender, wöchentlich	(fällig 21. Juli 1999)	2,50 %
	2-Wochen-Tender, wöchentlich	(fällig 28. Juli 1999)	2,50 %
Längerfristiger Refi-Satz	3-Monats-Tender, monatlich	(fällig 29. Juli 1999)	2,53 %
	3-Monats-Tender, monatlich	(fällig 26. August 1999)	2,53 %
	3-Monats-Tender, monatlich	(fällig 30. September 1999)	2,63 %
Zinskanal für Tagesgeld	Spitzenrefinanzierungsfazilität	(seit 09. April 1999)	3,50 %
	Einlagefazilität	(seit 09. April 1999)	1,50 %
Mindestreserve	Verzinsung	(seit 14. April 1999)	2,50 %
Basiszins	Diskontsatz-Ersatz gem. § 1 Überleitungs-Gesetz	(ab 1. Mai 1999)	1,95 %

Die Zinssätze dieser Ständigen Fazilitäten bilden die Ober- und Untergrenze für die Tagesgeldzinssätze des Geldmarktes, sozusagen eine „Zinskanal" für die Bildung des **Leitzinses der EZB.**

[1] bis 1999 Diskontkredit genannt.

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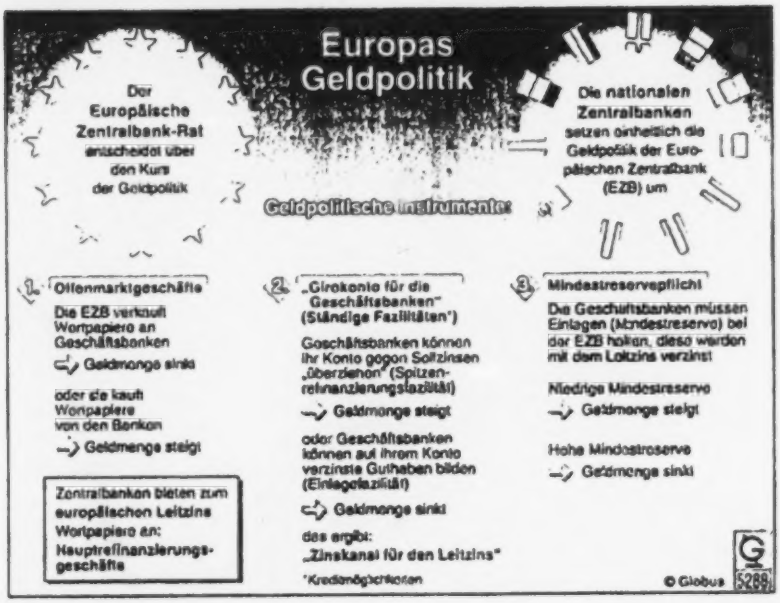
A detailed overview of how money transfers between network banks and the ECB breaks down the three principle methods of applying the tools of monetary policy and how each of these influences market trends:


Europas Geldpolitik
Der Europäische Zentralbank-Rat entscheidet über den Kurs der Geldpolitik
Die nationalen Zentralbanken setzen einheitlich die Geldpolitik der Europäischen Zentralbank (EZB) um
Geldpolitische Instrumente:
1. Offenmarktgeschäfte
Die EZB verkauft Wertpapiere an Geschäftsbanken
Geldmenge sinkt
oder sie kauft Wertpapiere von den Banken
Geldmenge steigt
Zentralbanken bieten zum europäischen Leitzins Wertpapiere an: Hauptrefinanzierungsgeschäfte
2. „Girokonto für die Geschäftsbanken" (Ständige Fazilitäten')
Geschäftsbanken können ihr Konto gegen Sollzinsen „überziehen" (Spitzenrefinanzierungsfazilität)
Geldmenge steigt
oder Geschäftsbanken können auf ihrem Konto verzinste Guthaben bilden (Einlagefazilität)
Geldmenge sinkt
das ergibt:
„Zinskanal für den Leitzins"
*Kreditmöglichkeiten
3. Mindestreservepflicht
Die Geschäftsbanken müssen Einlagen (Mindestreserve) bei der EZB halten, diese werden mit dem Leitzins verzinst
Niedrige Mindestreserve
Geldmenge steigt
Hohe Mindestreserve
Geldmenge sinkt
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In addition students were able to perform a practice task defining the effects of various actions taken by the ECB. At this point in time they were able to revisit the text on "Geldpolitische Instrumente" from the internet site of the ECB and the press release as well, reading with comprehension.

Not all conclusions are positive, however. No student was in a position to create or produce texts of a corresponding level, either written or oral. They were able to write out definitions in German of several concepts and answer general questions at a significantly reduced qualitative level on how the European System of Central Banks controls price stability and to discuss what the monetary policy instruments were they used to do so.

Each discipline has its own jargon and its own technical language. The learning curve to acquire technical linguistic competence in the content of each discipline is much higher in a foreign language than in a native language, but it should not be forgotten that acquisition of content-based terminology in the native language requires a substantial length of time, recycling, repetition and appropriate variation of context in usage as well. Moreover, the approach we took contained only partial reference to native language terminology and therefore left a residue of vagueness, i.e. does Alan Greenspan and the Federal Reserve Bank employ exactly these tools for monetary policy, or is what we learned particular to the European system? Although this may not be clear and requires taking the same steps with English reports and texts to reach the corresponding level of comprehension, the students were able, with some additional dictionary work, to describe the mechanisms of the ECB in English to an English-speaking audience, albeit more in

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lay terms than in technical language, i.e, with similar limitations to those they experienced in German, excluding errors of grammar and syntax.

In conclusion of this part of my presentation, it seems to me pertinent to recognize that content-based language acquisition is limited by lateness. To achieve a high degree of competency, foreign language acquisition in applied learning needs to begin simultaneously with the acquisition of knowledge in the targeted discipline. Since this is not likely to take place, we are presented with the somewhat formidable task of retrofitting students with the tools and skills they need to function internationally on a solid linguistic basis. Moreover, students cannot begin learning the target discipline in a foreign language simultaneously because they need two years plus a study abroad semester or year before they are ready to even attempt the qualitative and quantitative levels inherent in studying the target discipline in a foreign language.

This seems like a good argument to do away with the antiquated four-year system to graduation. At least one year should be added, if we are serious about internationalizing the educational systems we have, in order for students to spend an adequate span of time abroad. The ideal solution would include a summer intensive course abroad, a semester at a university or Hochschule für Wirtschaft, and the second semester working as an intern for a company or agency that requires the skills learned in the student's primary discipline.

This seems like a good transition point to shift my discussion to the kind of program development and outreach I have been engaged in at the University of Kentucky.

II
Development, Outreach, Internships and Interdisciplinary Links
Kentucky Model

Innovative ideas are no doubt easy to come by, and, as Claire Cornell, stating the obvious, points out, the provost and the dean are delighted, but no money is available from the administration's already limited budget.[7] Public universities are especially limited in terms of finding internal funding. At the University of Kentucky an unusual set of circumstances led to an unorthodox idea for funding a plan to create experiential education for German majors in Foreign Language and International Economics.
First of all the German Department had the good fortune of obtaining a $400,000 grant from the Max Kade Institute to renovate a large Victorian dwelling in the humanities row buildings on the edge of campus. The grand opening of the Max Kade German House and Cultural Center took place in October, 2000, and included a variety of gala events. Part of this event consisted of bringing corporate businesses to campus that would have an interest in German and Germany. The event, "Germany and Kentucky International Business Conference," turned out to be the major event for the gala, attracting a crowd of about 200 interested people from business, politics and academics.

The Kentucky World Trade Organization and the US Department of Commerce branch in Lexington were approached with the idea, and they offered networking support. The

KWTO also offered to publicize the event in their allotted pages in a business and trade journal with a circulation of 3000. Working together with a development officer for the university, the Kentucky Cabinet for Economic Development was approached and greeted with solid enthusiasm. They also provided help with a mailing brochure and provided a list of German-owned companies in Kentucky, over 50 in number.

The next task was by far the most daunting: how to get the German-owned companies interested. First of all a good conference program was needed. The Kentucky Cabinet for Economic Development agreed to supply either the Cabinet Director or his second in command as a speaker, a call to the German American Chamber of Commerce Midwest resulted in the agreement of their President and CEO, at the time Christian Roehr, to make a presentation, and we had the good fortune that the Political Science Department had invited Dietrich von Kyaw, former German ambassador to the European Union, to be on campus at the same time.

The other issue that made the conference marketable was the emerging concept for an internship program conceived to link Kentucky industry directly with education. With help from the Development Office, we secured appointments with the top executive of about 20 of the German-owned companies on the list, targeting those with the most employees and/or the most significant investment in Kentucky. Although Continental Tire, one of the largest companies, was too far away in Western Kentucky to visit, and two other very large companies, the Budd Company and Kraus Maffei were unwilling to hear us out, very few of the companies turned down the chance to speak with representatives of the flagship university about how a relationship with UK could benefit their company. The conference program was interesting to executives and the development officer indicated UK's willingness to have them on campus to tour the UK Robotics Center, and to meet with people in programs that produced students and expertise relevant to their field, whether it be manufacturing (as were the majority), chemicals or nutrition. Working with the development officer and an official UK automobile, we essentially spent two days a week during the summer months driving around the state to visit with corporate executives.

The discussion with the executives also included a presentation of initial ideas for the program structure plans to integrate German-owned businesses in Kentucky with education, which was to contain an important link to the foundation sponsoring the new German House. The program sought corporate sponsorship to support a semester seminar to be jointly taught with Engineering, Business, Economics and other departments as appropriate. The instructors would seek input from the corporate sponsors about useful curricular practices to be incorporated and students would be exposed to continuing and intensively focused German language training. The German training would be expanded with a 4-week summer intensive program in Berlin, followed by a six month internship at the parent companies in Germany of the German-owned companies in Kentucky. During the initial, non soliciting portion of the discussions, these ideas were met with substantial enthusiasm by corporate executives, many of whom suggested that students perform a summer internship prior to the year planned for the internship in Germany. Funding plans

included instructional support and student grants to cover travel, the intensive German course in Berlin, and to act as an incentive to join the program.

In the mid 1990s Sylvania had been taken over by the German halogen light manufacturer Osram, a corporation that was subsequently absorbed by Siemens. The German company decided to install a major piece of machinery for the production of halogen bulbs. The local company was linked with a plant in Eistätten, Germany, and engineers were sent to Winchester, KY to train the Sylvania engineers and to install the machinery. Soon both parties discovered major communication difficulties. The Germans did not speak such perfect English after all, the documentation and instructions for the machinery and its maintenance were all in German, engineers and managers had extreme difficulty with telephone calls to Eistätten and with all forms of written correspondence. They came to the German Department for help and this provided me with an opportunity to provide part time consulting for a period of two years, teaching German to managers, office staff and engineers under difficult circumstances, and translating numerous correspondence and maintenance handbooks.

Because of the connection to Osram Sylvania this was the first company we visited, even though by that time management had changed. The plan also included asking several company officials to participate in a panel presentation and discussion on the problems encountered and solutions found to doing business in a German-owned company in Kentucky. Osram Sylvania agreed to participate. As it turned out, each one of the 20 companies we contacted was eager to discuss these particular issues with us.

The other two companies who agreed to participate on the panel discussion were Webasto Roof Systems and Montaplast of North America, both of whom employed one of our part time instructors to teach German to employees. The willingness of these companies to participate gave us an excellent additional marketing tool to go along with the in kind sponsorship of the KWTO, the Kentucky Cabinet for Economic Development and the German American Chamber of Commerce. Even more important was the constellation of this group, inasmuch as Montaplast is a "Mittelstand" German company with a German CEO at the plant in Frankfort, Kentucky, who could provide us with discussion on the flip side of the coin, namely the issues faced by German-owned companies locating in Kentucky. The issues that arose from the German side of the argument, which we also heard repeatedly from other German managers, was as educationally as it was culturally differentiated. Since the non-university tract in the German secondary school system focuses on an extremely high quality of skill building and includes extensive apprenticeships with German corporations and small businesses, the Germans invariably complained about the lack of a skilled labor force in Kentucky and the US, which increased their operating costs by the substantial factor of training the labor force. Added to this cost was the high level of attrition among those they attempted to train. Some on the American side were perplexed at lack of flexibility in German management and by the differences in management style, but most had adjusted fairly well, especially those that had sent their own management staff to training workshops on doing business with German companies, such as R.A. Jones, Inc.

Finally, we asked each company that agreed to attend the conference for a modest sponsorship, ranging from $200 to $700. For this contribution the company's name appeared on the announcement that was sent out to 700 addresses supplied mostly by the Kentucky Cabinet. They were also offered the opportunity to sponsor a special event, including the conference luncheon, the dinner, the cocktail hour, the brochure itself, and the business breakfast. These were snapped up fairly quickly and we produced prominent signs for these events and large signs with all their names as sponsors at the entrances to the conference room. Besides the companies already mentioned, the corporate sponsors included some big names like Eckart Aluminum, Mannesmann Rexroth, Mannesmann Sachs,[8] Mubea, Süd-Chemie,[9] Wild Flavors and one smaller company, Steinkamp Molding, that had just located in Kentucky.

To state the obvious, lining up corporate sponsorship sends a message of credibility to all individuals, agencies, and corporations contacted from that point in time.

The strategy behind all this activity was to develop a networking system and a core base of corporate partners for ou educational enterprise. The conference's success was measured not only in the informational presentations, but also in the networking for the companies themselves, who were all eager to meet their counterparts in the other German-owned companies, and in the relationship we began to build between them and the University. The Dean of Engineering, the Director of the Aiseccs program, an endowed chair in banking and the Economics Professor who was instrumental in obtaining the grant for co-taught global economics seminars mentioned above all made short presentations and several companies were able to visit the Robotics Center.

It goes perhaps without saying that we created a framework for future development by bringing these companies together and discovering their strong interest in educational programs with practical implications for their organizations.

Many of the companies asked why the German Department was organizing this instead of the School of Business or Engineering.

The answer to this question lies in the motivation and the necessity to strengthen German. The fact that this program originated in the German Department and that its premise consisted of the varying degrees of willingness on the part of the schools of Business and Engineering to cooperate is an indication of the need to build bridges to the other programs from German--or from any other FL department for that matter--. UK has no CIBER program like that at San Diego State, and the Business School offers a degree in International Business with no language component. The School of Engineering is even further removed from internationalizing its program, but the Dean is a former student of the Rektor of Karlsruhe Universität, which houses one of the strongest engineering programs in Germany, and expressed strong interest in becoming involved.

Most of the German-owned companies in an ideal world would prefer to hire engineers proficient in German or in the management/financial segment of their company, graduates with degrees in international business and German. In any case, the first

priority will always remain inextricably linked to the basic skills needed to perform tasks on location at the plant in Kentucky. However, it is interesting to report that the CEOs adamantly and unanimously contradicted a statement by the President of the German American Chamber of Commerce that it's not really necessary to know German because international business is conducted in English. There is clearly general corporate support for foreign language skill and interest in supporting practical educational activity that helps develop these skills, as is represented in the mission statement and goals of the KGB Council.

The follow-up steps taken, including inviting executives who attended the event and the President and CEO of the German-American Chamber of Commerce back to campus, consisted of forming the Kentucky German Business Council as a non-profit organization to represent interests of the group at State government, to provide networking and information on expanding market possibilities for its members, and to support higher education initiatives in language, economics, and technology appropriate to the groups interest. Christian Roehr's offer to have the group join the German American Chamber of Commerce Midwest at a substantially reduced rate provides members with access to a vast networking bank, publications of the GACC and access to numerous valuable services provided by the GACC.

The formalized organizational charter document of the group states the following:

The Kentucky German Business Council is a nonprofit, nonpolitical membership organization that provides members with information on Germany-Kentucky business issues, facilitates representation of German-owned business interests at the Kentucky State Government level, works to strengthen networking and trade, interacts with domestic and international business organizations, promotes understanding of business, cultural and social practices of Germany and Kentucky, and supports higher education initiatives to develop international oriented programs relevant to the needs of its members.

Goals and Objectives

- **To provide representation of German-owned businesses in Kentucky.**
- **To foster greater communication between: Kentucky Government - Business Community-Educational Institutes.**
- **To support educational program development to prepare Kentucky and German students to work for such companies, including business culture, language training, internships and integrated curriculum.**
- **To establish and promote a network to raise awareness of Germany-Kentucky business potential; to create and maintain a directory of German owned businesses in Kentucky; and to provide opportunities to compare various functions of German-American companies,**

including management styles, communications, operational differences.

- **To provide a forum to exchange views on business, educational and cultural issues related to German-American businesses.**

- **To establish and maintain an affiliation agreement with the German American Chamber of Commerce (Midwest)**

The faculty in Economics, Business and Engineering all have their own research programs and the standard areas for courses they like to teach. Very few of them have proficiency in another language other than English. Furthermore, Business must turn away numerous students each year because they simply don't have the personnel to accommodate everyone clamoring to get in. This is not an atmosphere conducive to expanding and developing interdisciplinary links to foreign languages. But the fellowship program itself, which should be sponsored by the companies, contains an incentive for team-teaching instruction and would require each of three participating instructors to teach for a four-week period. And the instructors from Engineering and Business do not necessarily need to teach in German, this part will be the task of the German instructor, who will teach last and develop the content based on the content of the other two.

The experiential education inherent in the internship abroad contributes heavily to the solution of the foreign language proficiency issues described earlier and ensures that these students have achieved a high practical level of competency in business and social use of German.

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[1] The author was in the German Department at the University of Kentucky during the implementation of the Foreign Language and International Economics program and has been at Georgia Tech since August of 2001.

[2] Lester C. Thurow. Building Wealth. The New Rules for Individuals, Companies, and Nations in Knowledge-Based Economy. New York: Harper Collins, 1999.

[3] Cf. E.-Anette Koeppel. Wirtschaftsdeutsch und Mulitkulturalismus. In: Handbook for German in Business and Technology, ed. Bettina F. Cothran. New Jersey: AATG, 1994, pp. 41-47.

[4] Cf. Patricia Paulsell. Cross-Cultural Discourse Analysis in Materials Development for German for Business and Economics. In: Handbook for German in Business and Technology, ed. Bettina F. Cothran. New Jersey: AATG, 1994, pp. 83-99.

[5] From: http://www.ecb, German version.

[6] Kurt Gönner, Siegrfried Lind, Hermann Weis. Allgemeine Wirtschaftslehre. Lehr-und Arbeitsbuch für Volks- und Betriebswirtschaftslehre, Rechtskunde und Organisationslehre für Kaufmännische Berufsschulen. Bad Homburg: Gehlen, 1999.

[7] Cf. Claire D. Cornell. Funding Your Initiatives. In: A Field Guide to Internationalizing Business Education. Ed. Robert F. Scherer, Sarah T. Beaton, M. Fall Ainina, Jeffrey F. Meyer. Ausitn: CIBER, 2000.

[8] The Mannesmann giant had, at this time, not yet been appropriated by Vodafone.

[9] Süd-Chemie, initially a strong supporter, later ran into financial difficulties and did not join the organization of the German-owned Kentucky businesses.